

2016-2017 HECC CPL **Advisory Committee** Action/Work Plan

Focus Area: Advocating for Data Collection and Refinement				
Implementation Strategies	What we need to know to move forward and/or things to consider in the future?	What action steps we should take & who will be Responsible?	What can/should we inform the HECC/Legislature of ?	Status & when actions should be completed
1.a.3 Develop policies and <u>review</u> state standards in conjunction with the higher education institutions, to ensure colleges and universities develop and maintain high quality CPL programs (based on the definitions in the 2012 Report to the Oregon Legislature). <i>(Quality)</i> [2016 Focus Area: All] [STAFF AND AC]	<u>We need to continue in the policy development sphere. We need to look at Pilot program to go back and review data standards.</u> <u>AC develop the Standards but HECC staff develop and implement policies.</u>			
1.a.5 Develop a statewide data gathering system or utilize an existing system to determine how many students receive credit for prior learning. (Transparency) [2016 Focus Area: Data]				
1.a.6 Analyze data to identify how many students receive credit for prior learning. Set appropriate targets and analyze what needs to be done longitudinally to increase the number of students Receiving		<u>The AC is responsible for advocating for data collection and analyzing data to identify students.</u>		<u>[STATUS]</u> <u>Data Summit, May 2016</u> <u>OCCIR August, 2016</u>

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credit. <i>(Quality & Transparency)</i> <u>[2016 Focus Area: Data]</u> <u>[STAFF AND AC]</u>				
4.a.7 Develop recommendations to market CPL opportunities via an electronic CPL statewide portal that ensures communication efforts, articulates & addresses transfer options. <i>(Transparency)</i> 4.a.7 <u>[2016 Focus Area: All]</u>				
1.a.8 Submit an annual progress report <u>to the Commission for consideration and adoption.</u> <i>(Transparency)</i> <u>[2016 Focus Area: All]</u>				
1.b.1 Submit an annual legislative progress report based on the data system to identify the number of students who received academic credit for prior learning that counts toward their major or toward earning their degree, certificate or credential. <i>(Transparency)</i> <u>[2016 Focus Area: Data]</u>	<u>This is just baseline data</u> <u>This is a subgroup measure because we do not have a robust data system.</u>		<u>We can discuss this in legislative report. We can say that we receive # of student but nothing more. We can give examples of where CPL does not apply and does not benefit the student.</u>	

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1.b.2 Longitudinally analyze what needs to be done to increase the number of applicable credits. <i>(Quality & Transparency)</i> <u>[2016 Focus Area: Data]</u>				
2.a.1 Use the data gathering system to identify the number and type of CPL credits accepted in higher education institutions. <i>(Transparency & Transferability)</i> <u>[2016 Focus Area: Data]</u>				
6.3 Identify a process to centrally locate these agreements within institutions and potentially within the statewide CPL Portal. (NOTE: This is about students having access to which institutions have agreements NOT the agreements themselves) <i>(Transferability)</i> <u>[2016 Focus Area: All]</u>				

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7.1 Identify process to develop measures, track progress, and implement strategies listed above. (Quality, Transparency & Transferability) <i>[2016 Focus Area: All]</i>	<u>Take note of baseline data and review plan.</u>			

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Focus Area: Transcription Practices				
Implementation Strategies	What we need to know to move forward and/or things to consider in the future?	What action steps we should take & who will be Responsible?	What can/should we inform the HECC/Legislature of?	Status & when actions should be completed
1.a.3 Develop policies and <u>review</u> state standards in conjunction with the higher education institutions, to ensure colleges and universities develop and maintain high quality CPL programs (based on the definitions in the 2012 Report to the Oregon Legislature). <i>(Quality)</i> [2016 Focus Area: All] [STAFF AND AC]	<p><u>We need to continue in the policy development sphere. We need to look at Pilot program to go back and review data standards.</u></p> <p><u>AC develop the Standards but HECC staff develop and implement policies.</u></p>			
1.a.4 Work with institutions to develop guidelines for awarding credit to promote transparency and adherence to established standards among institutions. <i>(Transparency)</i> [2016 Focus Area: Professional Development and Transcription] [STAFF AND AC]		<p><u>AC works to develop guidelines</u></p> <p><u>AC reviews guidelines that institutions create. The HECC staff provide technical assistance.</u></p>		
1.a.7 Develop recommendations to market CPL opportunities via an electronic CPL statewide portal that ensures communication				

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Focus Area: Transcription Practices				
Implementation Strategies	What we need to know to move forward and/or things to consider in the future?	What action steps we should take & who will be Responsible?	What can/should we inform the HECC/Legislature of?	Status & when actions should be completed
efforts, articulates & addresses transfer options. (Transparency) [2016 Focus Area: All]				
1.a.8 Submit an annual progress report <u>to the Commission for consideration and adoption.</u> (Transparency) [2016 Focus Area: All]				
2.a.2 Ensure credit awarded is in compliance with established policies, standards, and the Northwest Commission on Colleges and Universities requirements. Seek input from institutions regarding transfer of credit and other regulatory requirements. (Quality) [2016 Focus Area: Transferability and Transcription] [STAFF AND AC]		<u>AC works to seek input from institutions regarding transfer of credit and other regulatory requirement.</u> <u>HECC Staff work to ensure credit that is awarded is in compliance with policies, standards and NWCCU.</u>		
2.a.3 Regularly review transcription procedures with registrars to ensure transparency among the				

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<i>institutions. (Transferability) [2016 Focus Area: Transcription]</i>				
6.3 Identify a process to centrally locate these agreements within institutions and potentially within the statewide CPL Portal. (NOTE: This is about students having access to which institutions have agreements NOT the agreements themselves) (Transferability) [2016 Focus Area: All]				
7.1 Identify process to develop measures, track progress, and implement strategies listed above. (Quality, Transparency & Transferability) <i>[2016 Focus Area: All]</i>				

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Focus Area: Transferability				
Implementation Strategies	What we need to know to move forward and/or things to consider in the future	What action steps we should take & who will be Responsible	What can/should we inform the HECC/Legislature of	Status & when actions should be completed
1.a.3 Develop policies and <u>review</u> state standards in conjunction with the higher education institutions, to ensure colleges and universities develop and maintain high quality CPL programs (based on the definitions in the 2012 Report to the Oregon Legislature). <i>(Quality)</i> [2016 Focus Area: All] [STAFF AND AC]	<p><u>We need to continue in the policy development sphere. We need to look at Pilot program to go back and review data standards.</u></p> <p><u>AC develop the Standards but HECC staff develop and implement policies.</u></p>			
1.a.7 Develop <u>recommendations to market CPL opportunities via an electronic CPL statewide portal that ensures communication efforts, articulates & addresses transfer options.</u> <i>(Transparency)</i> <u>[2016 Focus Area: All]</u>				
1.a.8 Submit an annual progress report <u>to the Commission for consideration and adoption.</u> <i>(Transparency)</i> [2016 Focus Area: All]				

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Implementation Strategies	What we need to know to move forward and/or things to consider in the future	What action steps we should take & who will be Responsible	What can/should we inform the HECC/Legislature of	Status & when actions should be completed
2.a.2 Ensure credit awarded is in compliance with established policies, standards, and the Northwest Commission on Colleges and Universities requirements. Seek input from institutions regarding transfer of credit and other regulatory requirements. <i>(Quality)</i> [STAFF AND AC] <i>[2016 Focus Area: Transferability and Transcription]</i>		<u>AC works to seek input from institutions regarding transfer of credit and other regulatory requirement.</u> <u>HECC Staff work to ensure credit that is awarded is in compliance with policies, standards and NWCCU.</u>		
3.1 Establish policies in collaboration with institutions. (Refer to 1.a.3) <i>(Quality, Transparency, Transferability)</i>				
6.1 Recommend standard format elements for institutions to consider as they develop the agreements. <i>(Transferability) [2016 Focus Area: Transferability and Transcription]</i>				

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6.2 Institutions should develop new agreements as needed based on the standard elements. (Transferability) [2016 Focus Area: Transferability]				
6.3 Identify a process to centrally locate these agreements within institutions and potentially within the statewide CPL Portal. (NOTE: This is about students having access to which institutions have agreements NOT the agreements themselves) (Transferability) [2016 Focus Area: All]				
7.1 Identify process to develop measures, track progress, and implement strategies listed above. (Quality, Transparency & Transferability) [2016 Focus Area: All]				

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Focus Area: Professional Development				
Implementation Strategies	What we need to know to move forward and/or things to consider in the future	What action steps we should take & who will be Responsible	What can/should we inform the HECC/Legislature of	Status & when actions should be completed
1.a.3 Develop policies and <u>review</u> state standards in conjunction with the higher education institutions, to ensure colleges and universities develop and maintain high quality CPL programs (based on the definitions in the 2012 Report to the Oregon Legislature). <i>(Quality)</i> <u>[2016 Focus Area: All] [STAFF AND AC]</u>	<u>We need to continue in the policy development sphere. We need to look at Pilot program to go back and review data standards.</u> <u>AC develop the Standards but HECC staff develop and implement policies.</u>			
1.a.4 Work with institutions to develop guidelines for awarding credit to promote transparency and adherence to established standards among institutions. <i>(Transparency)</i> <u>[2016 Focus Area: Professional Development and Transcription] [STAFF AND AC]</u>		<u>AC reviews guidelines and standards that institutions create. The HECC staff provide technical assistance.</u>		
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efforts, articulates & addresses transfer options. <i>(Transparency)</i> <i>[2016 Focus Area: All]</i>				
1.a.8 Submit an annual progress report <u>to the Commission for consideration and adoption.</u> <i>(Transparency)</i> <i>[2016 Focus Area: All]</i>				
4.2 Provide professional development opportunities for faculty and staff involved with assessment to improve and to further develop effective assessment practices. <i>(Quality & Transferability)</i> <i>[2016 Focus Area: Professional Development]</i>				
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(Transferability) [2016 Focus Area: All]				
7.1 Identify process to develop measures, track progress, and implement strategies listed above. (Quality, Transparency & Transferability) <u>[2016 Focus Area: All]</u>				

Important Questions to consider:

1. What are the CPL areas the institutions are ready to have conversations (maybe based upon type of CPL) regarding? We need to be mindful of students who arrive not “ready” for the next class in a series.
2. How do we build a knowledge base of practices currently being explored and/or used in Oregon and the nation re: CPL and proficiency based learning?
3. How does imposing Standards affect the outcomes for students in Oregon?
4. What are the roles of waivers in CPL?
5. What is CPL’s impact on completion for adult learners?
6. Monitoring for compliance –What is HECC’s “authority”?
6. –What defines a “standard” versus “policy” versus “guideline”? Standards refer to CPL Standards established by the Advisory Committee. Policies refer to rules the HECC implements and the HECC assists in establishing statewide support. Guidelines refer to institutional rules established in order to implement the standards and policies.

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